English Language Arts
Draft Core Standards
2008-2009 Vermont Alternate Assessment

There are five prioritized Core Standards proposed for English Language Arts (ELA) for the Vermont Alternate Assessment (AA): #1 Early Reading Strategies, #2 Word Identification &Decoding Strategies, #3 Comprehension, #4 Developing Depth and Breadth of Vocabulary, and #5 Developing Communication Skills. Standards #1, #3, and #5 are further divided into related subparts (A or B.) that represent essential elements of the standard. Every Core Standard identifies a number of *instructional focus* areas to correspond with curriculum assessed in the New England Common Assessment Program (NECAP) at grades 3-8, and 11. Alternate assessment portfolios are developed in grades 2 through 7 &10 to match this instruction and assessment cycle. The instructional focus areas within the standard are translated into *learning progressions* successively more complex knowledge and skill targets in each of the three designated grade spans (Elementary 2-5; Middle 6-8; and High 9-12). These are the **Alternate Assessment Grade Cluster Expectations** (AA GCE). Educational teams must select specific learning targets for instruction and assessment from these progressions.

Although the ELA Core standards include Communication Skills (#5), only the reading standards (#1-4) will be formally assessed in the AA portfolio. However, many of the oral and written communication skills described in this standard will be imbedded in the assessment in the form of response modes used to demonstrate student learning.

Core Standards for English Language Arts

1. **Early Reading Strategies (Foundational Reading Skills)**
   A. Concepts of Print
   B. Phonological Awareness

2. **Word Identification & Decoding Strategies: Making Meaning at the <u>Word</u> Level**

3. **Comprehension: Making Meaning at the <u>Text</u> Level**
   A. Literary text
   B. Informational text

4. **Developing Depth and Breath of Vocabulary**

5. **Developing Communication Skills**
   A. Oral Communication
   B. Written Communication

While the ELA Core Standards represent breadth similar to Vermont's grade-level content grade expectations (GE), they are somewhat reduced in depth or cognitive demand. ELA content included for the AA has been prioritized to include those skills and concepts that are best learned through direct experience and interactions with people and texts. 'People' will include a variety of instructors and audiences including teachers, parents, and peers. 'Text' is used or implied throughout the reading and writing AA GCE and is intended to include a range and variety of formats, including print, read aloud, picture, and/or other adapted modified materials.

Within each grade span, special educators should collaborate with general education teachers to determine which content related learning opportunities in ELA can be accessible to students with significant cognitive disabilities within the general education classroom.

For example, a fourth grade class may be using informational texts to follow directions in a recipe, a map, or a science investigation. *All* students could participate in using these informational texts, although the specific tasks for them may differ from what is expected of their peers. Collaborations between general education and special education staff ensure that the ELA content and contexts are age-appropriate for the students taking the alternate assessment (e.g. Reading nursery rhymes would not be considered age appropriate for the 4th grade; reading or listening to poetry and song lyrics would be age-appropriate).

The alternate assessment portfolio requires teachers to assess student achievement in two (2) reading core standards: one required core standard (#4 Developing Depth and Breadth of Vocabulary) plus one additional reading standard (#1 Early Reading Strategies; or #2 Word Identification and Decoding; or #3 Text Comprehension). Educators and educational teams should consider the existing grade-level curriculum and the skills and knowledge of the individual student in order to determine which specific aspects of the two ELA Core Standards to target for instruction and expand as student literacy skills develop over time.

Given the interrelated nature of the AA GCE, multiple learning targets could be identified for instruction addressing each of the two Core Standards chosen. At grade 4, a student working on Core Standard #2 (Word Identification and Decoding) might be participating in instruction on several related expectations (e.g. ELA 2.3 Identifies word families and patterns and ELA 2.4 Identifies prefixes and suffixes), but only be assessed in the AA portfolio on a single AA GCE.

In order to effectively cover the breadth of the content area over time, the Alternate Assessment for a particular student will address different ELA AA GCE selected from the grade span. While teams may appropriately continue instruction on previously targeted skills in a given school year, *different* learning tasks would be chosen across the grade span for assessment purposes in the portfolio. Using this approach, learning will have more continuity within each grade span as some skills are extended and new skills and understanding emerge.

A suggested plan for the 2008-2009 school year is provided on the following page. In selecting the appropriate Reading Core Standards and AA GCE to assess for each student, teachers should begin with skills closest to those matching the student's grade level curriculum. (See *Grade Expectations for Vermont's Framework of Standards & Learning Opportunities* for grade-specific GE.) While both text types should be included for instruction at each grade level, alternating between text types (Core Standard #3-comprehension of literary and informational text) each grade is appropriate for assessment purposes.

What the Grade-by-Grade Alternate Assessment Portfolio Plan
Could Look Like for Reading for the 2008-2009 School Year
[Developing Depth & Breadth of Vocabulary is required at each grade level.]

Grade Levels	(#1a & #1b) Early Reading Strategies	(#2) Using Word Identification & Decoding Strategies	(#3a & #3b) Comprehension: Making Meaning at the Text Level	(#4) Developing Depth & Breadth of Vocabulary	(#5a & #5b) Developing Communication Skills
Grade 2	Suggested	Include for instruction	Include both text types for instruction	Required	*Integrated as response mode with a strand assessed*
Grade 3	Suggested	Include for instruction	Include both text types for instruction	Required	*Integrated as response mode with a strand assessed*
Grade 4	Include for instruction as needed	Suggested	Include both text types for instruction	Required	*Integrated as response mode with a strand assessed*
Grade 5	Include for instruction as needed	Include for instruction as needed	Suggested Literary texts (#3a)	Required	*Integrated as response mode with a strand assessed*
Grade 6	Include for instruction as needed	Include for instruction as needed	Suggested Informational texts (#3b)	Required	*Integrated as response mode with a strand assessed*
Grade 7	Include for instruction as needed	Include for instruction as needed	Suggested Literary texts (#3a)	Required	*Integrated as response mode with a strand assessed*
Grade 8		Include for instruction as needed	Include both text types for instruction	Include for instruction	Include for instruction
Grade 9		Include for instruction as needed	Include both text types for instruction	Include for instruction	Include for instruction
Grade 10		Include for instruction as needed	Suggested Informational texts (#3b)	Required	*Integrated as response mode with a strand assessed*
Grade 11		Include for instruction as needed	Include both text types for instruction	Include for instruction	Include for instruction
Grade 12		Include for instruction as needed	Include both text types for instruction	Include for instruction	Include for instruction

AA Core Standards Reading	VT GE	Instructional Focus	Elementary (2-5) AA Grade Cluster Expectation	Middle (6-8) AA Grade Cluster Expectation	High (9-12) AA Grade Cluster Expectation
1. Early Reading Strategies **Part A.** **Concepts of Print** *Essence:* Language has recognizable uniform features and constructed text carries meaning.	**R1**	**A. Concepts of Print** Understands that text contains a message Listens to, follows along, and responds to books/text read aloud Locates environmental print and interprets the message/ meaning Talks about/shares books, stories	**1e.** Follows text: Demonstrates directionality: left-to right and top-to bottom; 1-1 matching of words spoken to words in print **2e.** Identifies key parts of a book: front and back, print, illustrations, title, author **3e.** Distinguishes between letters, words, sentences, punctuation marks	**1m**. Follows text: Demonstrates directionality: left-to right and top-to bottom; 1-1 matching of words spoken to words in print **2m**. Identifies key parts of a book: front and back, print, illustrations, title, author **3m.** Distinguishes between letters, words, sentences, punctuation marks	**1h.** Follows text: Demonstrates directionality: left-to right and top-to bottom; 1-1 matching of words spoken to words in print **2h**. Identifies key parts of a book: front and back, print, illustrations, title, author **3h.** Distinguishes between letters, words, sentences, punctuation marks
Part B. **Phonological Awareness** *Essence:* Symbols are related to sounds which carry meaning.	**R2** **W3**	**B. Phonological Awareness** Shares rhymes, poetry, songs, books with simple patterns Matches and compares words based on sounds (e.g., words that begin or end with same sound) Understands that letters (symbols) in written words represent phonemes in spoken words (Alphabetic Principle)	**1e.** Recognizes pairs of rhyming words **2e.** Blends and segments phonemes in one-syllable words **3e.** Blends and segments onset-rimes in one-syllable words **4e.** Isolates phonemes in single syllable words **5e.** Counts syllables in words	**1m**. Recognizes pairs of rhyming words **2m**. Blends and segments phonemes in <u>more complex one-syllable words</u> (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) **3m.** Blends and segments onset-rimes in one-syllable words **4m.** Isolates phonemes in single syllable words **5m.** Counts syllables in words <u>Deletes phonemes in one syllable words. (Say crust. Say crust without the c.)</u>	**1h.** Recognizes pairs of rhyming words **2h.** Blends and segments phonemes in <u>more complex one-syllable words</u> (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) **3h.** Blends and segments onset-rimes in one-syllable words **4h.** Isolates phonemes in single syllable words **5h.** Counts syllables in words Deletes phonemes in one syllable words. (Say crust. Say crust without the c.)

AA Core Standards Reading	VT GE	Instructional Focus	Elementary (2-5) AA Grade Cluster Expectation	Middle (6-8) AA Grade Cluster Expectation	High (9-12) AA Grade Cluster Expectation
2. Word Identification & Decoding Strategies: Making Meaning at the <u>word</u> level *Essence:* There are basic word identification strategies to read words in isolation and in context of connected text.	**R3** **W3**	Uses knowledge of sound/symbol relationships and word patterns Applies phonetic rules to decode regularly spelled (decodable) words Identifies/reads common sight words Uses knowledge of sounds and word patterns to spell	**1e.** Recognizes and names upper & lower case letters **2e.** Recognizes or identifies primary sounds represented by *most* letters **3e.** Recognizes or identifies word families and patterns **4e.** Recognizes or identifies prefixes and suffixes **5e.** Reads high-frequency words (e.g., environmental print, name(s), personal interest, regularly spelled words) **6e.** Identifies when a word does not make sense in the context used	**2m.** Recognizes or identifies primary sounds represented by *most* letters **3m.** Recognizes or identifies word families and patterns **4m.** Recognizes or identifies prefixes and suffixes <u>and their basic meaning</u> **5m.** Reads high-frequency words (e.g., environmental print, name(s), personal interest, regularly spelled words, <u>subject-specific words</u>) **6m.** Identifies when a word does not make sense in the context used **7m.** <u>Identifies multi-syllable words using knowledge of sounds or word patterns</u>)	**2h.** Recognizes or identifies primary sounds represented by *most* letters **3h.** Recognizes or identifies word families and patterns **4h.** Recognizes or identifies prefixes and suffixes and their basic meanings **5h.** Reads high-frequency words (e.g., environmental print, name(s), personal interest, regularly spelled words, subject-specific words) **6h.** Identifies when a word does not make sense in context used **7h.** Identifies multi-syllable words using knowledge of sounds, <u>six syllable types,</u> and word patterns)

AA Core Standards Reading	VT GE	Instructional Focus	Elementary (2-5) AA Grade Cluster Expectation	Middle (6-8) AA Grade Cluster Expectation	High (9-12) AA Grade Cluster Expectation
3. Comprehension: Making meaning at the text level **Part A.** **Literary text** *Essence:* Knowledge of literary texts is used to: answer questions, locate or recall information, and to explore literary themes and ideas academically or for pleasure	**R7** **R10** **R11** **R13** **R14** **R14**	**A. Literary text** Reads a variety of print and non-print literary texts (stories, poems, tall tales, fables, plays, etc.) Expresses understanding of literary elements (characters, setting problem/solution, conflict/ resolution) Makes personal connections to ideas presented; responds with a personal opinion Uses text features to enhance understanding (e.g., title, illustrations, cover design, music or action in non-print text) Selects texts to reads for pleasure or personal interest	**1e.** Recognizes or matches story details **2e.** Identifies or describes story elements (character, setting, problem, solution) **3e.** Retells or sequences major events (beginning, middle, end) **4e.** Recognizes or identifies the major event **5e.** Answers basic inference questions (e.g., was he happy or sad? Why was he sad?) **6e.** Makes basic predictions **7e.** Recognizes or identifies explicitly stated cause or effect **8e.** Identifies traits of characters **9e.** Compares characters **10e.** Identifies literary devices; rhyme, <u>imagery</u> **11e.** Distinguishes between literary and informational texts	**2m.** Identifies or describes story elements (character, setting, problem, solution) **3m.** Retells or sequences major events <u>(e.g., using a timeline or story map)</u> **4m.** <u>Summarizes the major event</u> **5m.** Answers basic inference questions (e.g., was he happy or sad? Why was he sad?) **6m.** <u>Makes plausible predictions Explains a prediction or inference</u> **7m.** Recognizes or identifies cause or effect (explicit <u>or implied)</u> **8m.** Identifies traits of characters <u>using words, actions, motivations</u> **9m.** Compares characters **10m.** Identifies literary devices; rhyme, imagery, <u>description, dialogue, repetition, analogies, exaggeration</u> **11m.** Distinguishes between literary and informational texts <u>and among different literary</u>	**2h.** Identifies or describes story elements (character, setting, <u>plot, subplot, conflict, resolution</u>) **3h.** Retells or sequences major events (e.g., using a timeline or story map) **4h.** Summarizes major events **5h.** Answers basic inference questions (e.g., was he happy or sad? Why was he sad?) **6h.** Makes plausible predictions Explains a prediction or inference **7h.** <u>Links</u> cause to effect (explicit or implied) **9h.** Compares <u>or analyzes characters, using characters' words, actions, motivations</u> **10h.** Identifies literary devices; rhyme, imagery, description, dialogue, repetition, analogies, exaggeration, <u>figurative language, symbolism (e.g., American Flag)</u> **11h.** Distinguishes among literary texts <u>(e.g., play, poem, novel, short story)</u>

				genres (e.g., play, poem, story, myth)	**12h.** Identifies narrator or point of view. Explains how point of view, illustrations, or other visual/auditory effects impact the reader's/ viewer's interpretation Identifies the author's lesson or theme **13h.** Compares texts (e.g., by same author; texts on same topic)

AA Core Standards Reading	VT GE	Instructional Focus	Elementary (2-5) AA Grade Cluster Expectation	Middle (6-8) AA Grade Cluster Expectation	High (9-12) AA Grade Cluster Expectation
3. Comprehension: Making meaning at the text level **Part B. Informational Text** *Essence:* Knowledge of informational texts is used to: answer questions, locate or recall information, to perform a task (e.g., bake a cake, play a game, ride a bus), or to explore topics of interest.	**R7 R12 R16**	**B. Informational text** Reads a variety of print and non-print informational texts (safety/directional words in environment, menu, maps, article, newspaper, trade book, Internet, etc.) Obtains information from print and non-print texts Uses text features to enhance understanding (e.g., diagrams, headings, photographs, video and sound in non-print texts) Makes personal connections to ideas presented; responds with a personal opinion Selects texts to reads for pleasure or personal interest	**1e.** Recognizes, identifies or matches details **2e.** Responds to basic questions about content (who, what, where, why, how) **3e.** Recognizes or identifies central/ main idea **4e.** Recognizes correct sequences of key ideas (e.g., steps in recipe or steps in a science procedure) **5e.** Uses text features to obtain information (e.g., photo, illustration, map) **6e.** Answers basic inference questions (e.g., what caused the flood?) **7e.** Identifies cause or effect **8e.** Organizes information (e.g., using T-chart provided) **9e.** Distinguishes between literary and informational texts	**2m.** Responds to questions about content (who, what, where, why, how) **3m.** Recognizes or identifies central/ main idea <u>or supporting details</u> **4m.** Sequences key ideas (e.g., steps in recipe or steps in a science procedure) **5m.** Uses text features to obtain information (e.g., photo, illustration, map, <u>find key information in diagram or table)</u> **6m.** <u>Explains an inference made</u> **7m.** Identifies cause or effect **8m.** Organizes information (e.g., using T-chart, <u>fills in/completes diagram)</u> **9m.** Distinguishes between literary and informational texts <u>and among different informational texts (e.g., newspaper, magazine, reference book, historical fiction)</u> **10m.** <u>Summarizes key ideas</u>	**2h.** Responds to questions about content (who, what, where, why, how) **3h.** Recognizes or identifies central/ main idea <u>and</u> supporting details **4h.** Sequences key ideas (e.g., steps in recipe or steps in a science procedure) **5h.** Uses text features to obtain information **6h.** Explains an inference made **7h.** <u>Links cause to effect</u> **8h.** Organizes information (e.g., using T-chart, fills in/ completes diagram, <u>forms)</u> **9h.** Distinguishes among informational texts <u>(e.g., on-line reference materials, biographies, advertisements, technical manuals)</u> **10h.** <u>Identifies/summarizes the author's message</u>

				11m. Distinguishes fact from opinion	**11h.** Distinguishes fact from opinion and explains reasoning
				12m. Matches informational texts to purpose (e.g., map, menu, TV news)	**12h.** Matches informational texts to purpose (e.g., map, menu, TV news)
					13h. Compares or combines facts/ideas from more than one text (e.g., using a graphic organizer, writing compare-contrast statements)

AA Core Standards Reading	VT GE	Instructional Focus	Elementary (2-5) AA Grade Cluster Expectation	Middle (6-8) AA Grade Cluster Expectation	High (9-12) AA Grade Cluster Expectation
4. Development of Depth & Breadth of Vocabulary *Essence:* There are strategies to make sense of unfamiliar words, expand breadth and depth of personal vocabulary, and to show understanding of intended meaning in print and non-print texts.	**R5** **R6**	Use strategies to unlock meaning of unfamiliar words Sorts/classifies objects, pictures, or words: that mean the same/opposite; in the same category or that have something in common Relates new meanings to prior knowledge and applies new vocabulary in language activities Builds personal word bank (e.g., words that express emotions, colors, geometric figures/shapes, hobbies, interests, subject-specific words, work-related words)	**1e.** Recognizes or identifies pictures, symbols, objects or words that demonstrate knowledge of basic pragmatic functions **2e.** Recognizes or identifies pictures, symbols, objects, actions, and words that represent: self and others; actions and objects (mostly concrete meanings) **3e.** *Generalizes* use of pictures, symbols, objects, and actions to identify consistent meanings **4e.** Recognizes, identifies or matches synonyms (e.g., big/large) and antonyms (e.g., hot/cold, up/down) **5e.** Uses strategies to unlock meaning (e.g., knowledge of word structure –prefixes/ suffixes and base words; cues – gestures, objects; context clues in text; resources – picture dictionary; or prior knowledge) **6e.** Sorts by given categories or observable features **7e.** Selects appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or	**1m.** Recognizes or identifies pictures, symbols, objects, actions, and words that represent: self and others; actions and objects, <u>including</u> <u>some abstract or complex meanings</u> **2m.** Recognizes or identifies /matches synonyms (e.g., big/large) and antonyms (e.g., hot/cold, up/down) **4m.** Recognizes or identifies words having <u>shades of meaning (e.g., cool-cold-freezing)</u> **5m.** Uses strategies to unlock meaning (e.g., knowledge of word structure -prefixes/suffixes, base words, <u>word families</u>; cues – gestures, objects; context clues in text; resources – picture dictionary, <u>thesaurus</u>; or prior knowledge) **6m.** Sorts by categories, observable features, <u>or functions</u> **7m.** Selects <u>or explains</u> appropriate word to use in context	**1h.** Recognizes or identifies words, <u>phrases, or sentences</u> that represent <u>or describe:</u> self and others; actions and objects, including abstract <u>and</u> complex meanings **2h.** Recognizes or identifies synonyms (e.g., big/large) and antonyms (e.g., hot/cold, up/down) **4h.** <u>Recognizes, identifies and/or uses words with multiple meanings</u> **5h.** Uses strategies to unlock meaning (e.g., knowledge of word structure -prefixes/suffixes, base words, word families; cues – gestures, objects; context clues in text; resources – picture dictionary, thesaurus, <u>on-line</u> or <u>electronic glossary</u>; or prior knowledge **6h.** Sorts by categories, observable features, or functions, <u>including content –specific words</u> **7h.** Selects <u>and</u> explains appropriate word to use in context

			storyboards).		
				8m. <u>Uses transitional words/phrases appropriately in speaking or writing (e.g., first, next, and, but, before-after)</u>	**8h.** Uses transitional words/phrases appropriately in speaking or writing (e.g., <u>because, also, if-then</u>)

AA Core Standards Communication	VT GE	Instructional Focus	Elementary (2-5) AA Grade Cluster Expectation	Middle (6-8) AA Grade Cluster Expectation	High (9-12) AA Grade Cluster Expectation
5. Development of Communication Skills **Part A.** **Oral Communication** *Essence:* Speaking and listening skills are used to communicate thoughts, feelings, and ideas.	**1.13** **1.14** **1.15** **and** **W2** **W4** **W5** **W6** **W7** **W8** **W9** **W10** **W11** **W12** **W13**	**A. Oral Communication** Develops expressive and receptive language skills Follows directions Applies new vocabulary in language activities Builds personal word bank (e.g., words that express emotions, descriptive words, subject specific words) Organizes information for intended meaning Shares ideas with others	**1e.** Communicates for different purposes (e.g., expresses needs, asks question, recalls, responds to question or direction) **2e,** Communicates in complete sentences **3e**. Communicates on a given topic, observation, idea, or experience using scaffolding provided (e.g., cueing, pictures, symbols, objects) **4e.** Follows or expresses a sequence (e.g., steps in science procedure; follows a direction; tells a story) **5e**. Responds in a variety of forms (e.g., writing, drawing, drama, speaking) **6e.** Shows awareness of audience: eye contact, volume, gesture **7e.** Uses language expressively (e.g., opinion, feelings) **8e.** Takes turns when speaking	**1m.** Communicates for different purposes (e.g., expresses needs, asks question, recalls, responds to question or direction) **2m.** Communicates in complete sentences **3m.** Communicates on a given topic, observation, idea, or experience, <u>independently</u> **4m.** Follows or expresses a sequence (e.g., steps in science procedure; follows a direction; tells a story) **5m.** Responds in a variety of forms (e.g., writing, drawing, drama) **6m.** Shows awareness of audience: eye contact, volume, gesture, <u>adjusts to reactions, answers questions</u> **7m.** Uses language expressively (e.g., opinion, feelings) <u>and persuasively</u> **8m.** <u>Uses pacing and volume appropriately</u> **9m.** <u>Shows command of simple grammar (e.g., plurals, verb tense)</u>	**1h.** Communicates for different purposes (e.g., expresses needs, asks question, recalls, responds to question or direction) **2h.** Communicates in complete sentences **3h.** Communicates on a given topic, observation, idea, or experience, independently **4h.** Follows or expresses a sequence (e.g., steps in science procedure; follows a direction; tells a story) **5h.**Responds in a variety of forms **6h.** Shows awareness of audience: eye contact, volume, gesture, adjusts to reactions, answers questions, <u>infers meaning from tone and gesture</u> **7h.** Uses language expressively and persuasively **8h.** Uses pacing and volume appropriately <u>in formal and informal situations</u> **9m.** Shows command of grammar (e.g., plurals, verb tense, <u>pronouns</u>)

				10m. Actively listens to speaker (e.g., responds, asks question) **11m.** Identifies or describes similarities and differences **12m.** Uses transitional words/phrases appropriately in speaking or writing (e.g., first, next, and, but, before-after)	**10h.** Actively listens to speaker (e.g., responds, asks appropriate question, summarizes/paraphrases) **12h.** Uses transitional words/phrases appropriately in speaking or writing **13h.** Sustains a conversation **14h.** Uses language to enhance meaning (e.g., exaggerates, adds details, makes comparisons, gives example)

AA Core Standards Reading	VT GE	Instructional Focus	Elementary (2-5) AA Grade Cluster Expectation	Middle (6-8) AA Grade Cluster Expectation	High (9-12) AA Grade Cluster Expectation
5. Development of Communication Skills **Part B. Written Communication** *Essence:* There are strategies for using written language to communicate thoughts, feelings, and ideas.	**W1 W2 W3 W4 W5 W6 W7 W8 W9 W10 W11 W12 W13 W14 W15 W16 W18 W19**	**B. Written Communication** Applies new vocabulary in language activities. Builds personal word bank (e.g., words that express emotions, descriptive words, subject specific words) Creates a variety of print and non-print texts to communicate ideas (e.g., letters, stories, poems, plays, menus, maps, signs, posters, articles) for a variety of purposes Organizes information for intended meaning Revises, edits, and critiques writing Shares writing/ideas with others	**1e.** Composes for different purposes using symbols/ letters, pictures, or words **2e.** Edits written products (e.g., capitalization for names, beginning capitalization and end punctuation in simple sentences; spells high frequency words) **3e.** Identifies or writes/ communicates complete sentences **4e.** Writes/communicates multiple phrases or sentences on a given topic, observation, or experience using scaffolding provided (e.g., template for a letter, invitation, recipe; graphic organizer) **5e.** Communicates a sequence (e.g., steps in science procedure), description, or problem solution (e.g., story) with scaffolding (e.g., template) **6e.** Forms most letters and uses spacing between letters or word **7e.** Responds in a variety of forms (e.g., writing, drawing)	**1m.** Composes for different purposes using symbols/letters, pictures, or words **2m.** Edits written products (e.g., capitalization for names, beginning capitalization and end punctuation in sentences, spells high frequency words, <u>corrects grammatical errors, uses word banks to correct spelling)</u> **3m.** Writes/communicates complete sentences **4m.** <u>Writes a paragraph with main idea and some supporting details, with or without scaffolding</u> **5m.** Communicates a sequence (e.g., steps in science procedure), description, problem solution (e.g., story), or <u>compare-contrast</u> **8m.** <u>Uses transitional words/phrases appropriately in writing (e.g., first, next, and, but, before-after)</u>	**1h.** Composes for different purposes **2h.** Edits written products (e.g., capitalization, punctuation grammar, spelling) **3h.** Writes/<u>communicates a variety of</u> complete <u>sentences (e.g., simple, compound, question, exclamation)</u> **4h.** Writes a paragraph with main idea and some supporting details, with or without scaffolding **5h.** Communicates a sequence (e.g., steps in science procedure), description, problem solution (e.g., story), compare-contrast, or <u>cause-effect</u> (e.g., result of observation or science investigation **8h.** Uses transitional words/phrases appropriately in writing (e.g., first, next, and, but, before-after)